DOCUMENT RESUME

ED 317 233 JC 900 181

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TITLE Identification of the Long Range Goals of Community College Students: A Descriptive Report on the Influences of Age, Gender and Patterns of Attendance.
PUB DATE Dec 89
NOTE 34p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Age; College Choice; Community Colleges; Day Students; Evening Students; Females; Males; *Student Characteristics; *Student Educational Objectives; Student Motivation; Two Year Colleges; *Two Year College Students

ABSTRACT

A study was conducted to identify the long-range goals of students at Essex Community College (ECC) and Catonsville Community College (CCC) in Maryland to determine whether transfer students represented a dominant cohort in these institutions. Age, gender, and attendance patterns were also examined as functions of long-range goals. A questionnaire was distributed to 230 students enrolled in Psychology 101 courses at one of the two colleges. The study revealed no significant differences between the long-range goals of males and females, or between students attending school during the day or in the evening. Other findings included the following: (1) self-motivation was the strongest influence on students' decisions to attend college; (2) for students under the age of 25, only 13% were attending college because of parental influence; (3) location, program, and financial considerations were the strongest influences on college choice; (4) 94% of the respondents lived within a half-hour commute of their college; (5) 27% of the respondents had sole responsibility for financing their education, 38% were assuming some of these costs, and 35% were supported by their parents; (6) 24% of the respondents planned to complete their education "a little at a time," 7% were taking courses of interest only, and 69% planned to complete their education "as quickly as possible"; and (7) 75% indicated that their primary goal was "entry into a four-year college," 17% were more interested in "immediate entry into a career," 4% were attending college to "update skills," and 4% were attending for "self-enrichment." The survey instrument is attached. (WJT)

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IDENTIFICATION OF THE LONG RANGE GOALS OF COMMUNITY COLLEGE STUDENTS: A DESCRIPTIVE REPORT ON THE INFLUENCES OF AGE, GENDER AND PATTERNS OF ATTENDANCE

Societal Factors Affecting Education

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TC 900 181

A Practicum presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

Nova University

December, 1989

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ABSTRACT

This study was an attempt to identify the long range goals of community college students. Three other factors, age, gender and patterns of attendance were also examined as a function of long range goals. A Community College Decisions Questionnaire was designed and implemented to examine the influences on college attendance. The participants were 230 students enrolled in Psychology 101 courses at Essex Community College and Catonsville Community College in Maryland. The data gathered for examination was pursued through two methods of investigation. The first part of this practicum was to develop the Community College Decisions questionnaire used in the study. The second major part of the procedure was to conduct the survey. The data indicated that seventy-five percent of this sample consisted of students who planned to transfer to other colleges, and that neither age, gender nor attendance patterns influenced long range goals. Suggestions for additional inquiries about long range goals included surveying students at other colleges and those enrolled at nontraditional times. It was concluded that support for a formidable transfer cohort would require community colleges to reevaluate and alter their programs.

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INTRODUCTION

The Problem for Investigation

In the current study, the problem for investigation was whether or not the long range goals of community college students were changing. If current assumptions about the reasons for community college attendance are incorrect, then these changes will have a considerable impact upon these institutions.

The Purpose of Investigation

The purpose of this study was to examine the long range goals of students at two community colleges in Maryland. This study was an attempt to clarify whether or not transfer students presented a dominant cohort within these community colleges.

The Method of Investigation

In this study, the data gathered for examination was pursued through two methods of investigation. The first part of this practicum was to develop a Community College Decisions questionnaire that could be used at Essex and Catonsville Community Colleges in Maryland. The second major part of the procedure was to conduct the survey.

This questionnaire was developed and implemented to answer several questions about the long-range goals of community college students. Other questions that this survey addressed were the potential plans of the respondent and his or her age. In addition, the answers of males and females were separated in an attempt to discriminate between, and hold gender effects constant.

BACKGROUND AND SIGNIFICANCE

Relationship to Seminar

The impetus for this study was based upon work done for the Societal Factors Affecting Education Seminar. Understanding the reasons for community college attendance is a direct link to the composition of two-year colleges and to the Societal Factors Seminar. The identification of a new, transfer majority, could alter current perceptions about community college populations and could make a difference in the types of programs that they would require.

Literature Review

In 1986, the Carnegie Foundation or the Advancement of teaching suggested that the dominant motive for college attendance was career preparation. This effect, however, may be more a function of availability rather than selection.

Watkins (1989) has suggested that by emphasizing terminal degrees, community colleges may have allowed liberal-arts transfer programs to deteriorate. Watkins' study focused on several factors which may have contributed to this deterioration. One reason for concern is the disproportionate share of minority and economically disadvantaged groups concentrated in two-year colleges.

Willett's (1989) study lends credence to Watkins' demographics. Willett found that eighty percent of community college populations consisted of first-generation students. Willett also suggested that the most likely influencers of two-year college students were siblings and friends.

Willett's findings, however, contradict the results of the current study. For eighty-four percent of the students surveyed in Maryland, self-motivation was the mediating factor in their decision to attend college. Furthermore, only eight percent of the students reported being influenced by friends.

Whatever motivates students to attend college, however, may be less impressive than their abilities to succeed. Recently, several states have announced stricter admission standards for public universities (Community College Week, 1989). As a result of the new requirements, minority enrollments in community colleges have increased. In addition, some states now require the satisfaction of some form of mandatory testing before students are allowed to transfer.

Many educators now view these effects as a direct threat to successful outcomes for minority populations. As a result of the stricter transfer requirements, many students will either drop out or terminate their educations with Associates of Arts degrees.

These effects are further reinforced through two demographic trends. First, less than fifteen percent of students who attend a community college ever receive a baccalaureate degree. Next, forty-five percent of all black college students are in two-year institutions.

Watkins also pointed to an area of special political salience. Resistance toward state support for institutions which provide a particular set of citizens with an education could pose a serious threat to two-year schools. According to Watkins, the problems now being faced by community colleges were created largely by their global

missions. The results of the open-door policy have also been confounded by the outcomes of community college alumni.

In 1983, a follow-up report of Maryland Community College graduates indicated that more than half of the students were not working in a field related to their educations. In addition there was considerable employer dissatisfaction with in-school preparation.

Many students have multiple reasons for attending college. In 1987, the Maryland State Board for Community Colleges surveyed all students who had gradated in 1986. For those responding (3,930), seventy-six percent of the students had transferred to a four-year school. Ironically, the ratio of students matriculating through transfer programs to those who had achieved vocational degrees, was almost identical.

Transfer tracks have provided many individuals with the opportunity to complete baccalaureate degrees (Vaala, 1989). This may be accomplished either through direct access or after having achieved some form of terminal degree. Yet, Knoell (1982) found that the expansion of other community college programs was diminishing the transfer function of the two-year schools.

Furthermore, Dennison and Jones (1970) identified several other variables that interfered with the ability to transfer. Academic preparedness, loss of course credits and lack of prerequisite courses all contribute to negate a smooth transition from two-year to four-year colleges. After twenty years, these problems still exist. According to the Maryland (1987) study, students who transferred sustained substantial losses. Transfer track students lost an average of five

credits and vocational track students lost and average of eight credits.

Johnson (1987) also presented a causal model of academic factors which interfered with transfer students' persistence. In this study, it was found that continuation was influenced by many factors which affected academic performance and individual perceptions. When considering the spiralling costs of a college education, current hit-and-miss approaches to curricula are unacceptable.

In 1986, Swift designed a program which insured the transfer of associate degrees without credit loss. Swift reported that students completing this program, when compared to traditional students, had easier access to baccalaureate degrees. It has also been shown that no academic differences exist between community college transfer students and students already in four-year programs (Al-Sunbul, 1987).

Institutional Significance

The pervasive influences of gender, age, race and poverty, on education have been thoroughly evaluated through considerable research (Hardy, 1984; Harvey, 1986; Heisel, 1985; Leach & Roberts, 1988; Orfield, 1986; Pellicano, 1987; Ratteray, 1984; Wenig, 1975). If the desire to transfer is now the primary reason for community college attendance, then this would make a difference in the types of curricula offered and the ways in which they are delivered.

For the current group surveyed, the strongest influences in their decisions to attend college were self-motivation, location and financial considerations. For the State of Maryland, however, the

issue of curricula versus location may be a moot point. In this state, most of the community colleges offer the same programs, which would support a strong convenience-attandance correlation pattern.

Program similarities may also lend credence to the community college as a transfer intermediary when cost is a consideration. Regardless of ability, it certainly makes sound financial sense to buy the same product at a less expensive store.

Matriculation at community colleges in Maryland follows four primary paths. Two of these tracks, vocational (preparation for immediate entry into a career) and liberal arts (a transfer intermediary), result in terminal Associates in Arts degrees.

Another important part of Maryland's community college mission is short-term training for individuals enrolling with no immediate degree aspirations. These students pursue individual courses to update their skills or for personal enrichment.

Because the reasons for community college attendance are equally important to the missions of Maryland's community colleges, all four were included in this study. A questionnaire entitled Community College Decisions was developed and utilized as an inquiry into current students' proposed plans.

Theoretical Reasons for Review

During the Societal Factors course, a paper was presented examining the different reasons for community college attendance. One answer seemed to contradict current assumptions about community college attendance patterns (Carnegie Foundation for the Advancement of Teaching, 1986; Watkins, 1989).

More than eighty percent of the respondents indicated that their long range goals were to transfer. With more universities looking to community colleges as a source of students, both groups must know and understand the variables of selection (Moore, 1984).

Yet, an attitude of subservience, rather than support seems to pervade two-year/four-year college communications. Bernstein (1986) proposed that studies attributing conventional explanations to a decline in transfer students may be inadequate. Instead, she pointed to the underlying policies and practices that affect transfer, including ineffective articulation with four-year colleges.

Many educators see college as a social investment. For some, the idea that a person must have a college education may create a conflict between societal and individual needs. The studies in Maryland have shown that community colleges are not providing a product that fits the market. As a result, both in-house and proprietary programs have evolved to fill the technological gap.

Proprietary programs are in direct competition with community colleges. They provide an education which is applicable to immediate employment. For most students, the cost of a college education far outweighs its value in the marketplace. Therefore, unless the result of a college education can provide access to employment, it may have intrinsic properties, but it has no economic value.

As we move from an industrial to an informational society, values once thought stable by one generation may be different for the next. Of course, one must ask who defines these values and to whom are they appropriate? Questions about old values may apply to the traditional

missions of community colleges. First, are the two-year colleges truly following their stated missions? Next, can community colleges be all things to all people? Finally, for the purposes of strategic planning, at what point should these traditional missions be reevaluated?

If current conditions persist, two effects can be predicted. First, the growth of nontraditional delivery systems must increase. These programs will be situationally specific and will guarantee employment. Next, community colleges as transfer mediators will cease to be. Students wishing to continue their educations will enroll in safe, entry-level, 101 courses that guarantee transfer.

PROCEDURES

Development and Administration of Questionnaire

A questionnaire entitled Community College Decisions (Appendix A) was developed and implemented to obtain the necessary data reflecting the long-range goals of the respondents. This questionnaire was presented to the students as an inquiry into their proposed plans, and was completed in class.

Reliability and Validity

Reliability of the questionnaire was established through correlation coefficients between a test-retest measure. The participants were surveyed at the beginning and at the end of the semester. Using the Spearman Rank-Order Correlation formula, reliability was computed at $r = .95$. The strength of these results indicated that the questionnaire was sufficiently reliable.

Face validity was established through interactive discussions with two individuals in the field of higher education. Both individuals hold Doctor of Education degrees and have had considerable experience in research and evaluation methodologies. The items for consideration were assembled into a questionnaire designed to survey three domains: the age, the gender and the long-range goals of the respondents. The final questionnaire represented a total of three revisions.

Population and Selection Procedures

The questionnaire was presented to students enrolled Psychology 101 courses at Essex Community College and Catonsville Community

College. Although these classes consisted of a total population of 292 students, only 230 participated in the survey. The difference between the actual population and the final sample was the result of three effects.

First, the students were told that the decision to participate in the survey was a voluntary one. The students were also told that this decision would have no impact upon their final grades. When given a choice, some students elected not to complete the questionnaire.

Next, if a student used more than one answer to a question, then that question, for that student, was omitted from the data. The results of this intervention are reflected in the differences between the amounts of answers to each question and the calculations based upon this total. The instructions on the questionnaire included the statement: "Please indicate the one answer which best applies to you." As such, more than one answer to any question was considered unacceptable.

Finally, because of drop-outs and absentees, not all students participated in the test-retest comparisons. In this survey, only the answers of the students who participated in both administrations of the questionnaire were used. This decision imposed additional limitations on the sample size.

Statistical Analyses

Research evaluation for this sample was examined through percentage differences between the number of answers to each question and the number of responses in each subsection. Preferences for four

matriculation tracks, vocational, transfer, specific skill intermediaries, and self-improvement, were examined. The separation by gender and age was an attempt to hold differential carryover effects constant.

The statistical significance of the data was examined through the use of Chi Square comparisons. The minimum, acceptable level of statistical significance was established at .05. Test-retest comparisons were attained through the use of a Spearman Rank-Order Correlation.

Research Questions

In this study, several questions were considered. The initial question to be answered was whether or not transfer students presented a new, dominant cohort in community colleges. Comparisons based on age, gender and patterns of attendance were also examined. It was hoped that the differences presented through this investigation would provide support for the changing roles of community colleges.

Operational Definitions

For the purposes of this study, long range goals were operationally defined as the proposed plans of the respondent. Whether or not the student accomplished these goals was not an issue examined.

Limitations and Assumptions

Any predictions based upon the current study must be limited to the participating sample, the students surveyed at Essex and

Catonsville Community Colleges. Most of these students were attending school during the day. As a result, this sample may not have accurately represented the long range goals of students attending college at nontraditional times. The composition of nontraditional classes may be considerably different from the composition of regularly scheduled classes. Furthermore, while the participants may have been willing to respond to the questions, no assurances can be given that their answers were realistic.

RESULTS

Statement of Results

In this study, the students indicated that the desire to transfer was their predominant long-range goal ($\underline{x}^2$ (1) = 9.95, $\underline{p}$ <.01. The participants' ages neither skewed this data, nor was it significant. There were no differences in the long-range goals of the students as a function of gender or as a function of age.

Descriptive Tables and Analyses of the Data

A presentation of the results of this survey is displayed through descriptive tables and narrative form. Percentage distributions were based on the number of responses to each question, divided by the number of times each subsection was checked. While slight differences did occur between subsection answers, the strength of these differences was not significant.

Table 1

Number and Percent of Usable Responses to the Question:
Which Was The Strongest Influence In
Your Decision To Attend College?

Source	Myself		Parents		Thing To Do	
TOTAL RESPONSE	188	84%	25	12%	10	4%
Males	72	83%	11	13%	4	4%
Females	116	85%	14	10%	6	5%
Under 25	165	83%	25	13%	9	4%
Over 25	23	96%	0	ns	1	4%
Day Students	153	83%	33	12%	10	5%
Evening Students	35	92%	3	8%	0	ns

N = 223: Males (87), Females (136)
ns = Nonsignificant Percentage

Table 1 indicates that for this sample, both males and females were self-motivated to attend college. The responses also imply that neither age nor scheduling influenced the students' reasons for attendance.

Table 2

Number and Percent of Usable Responses to the Question:
Why Did You Choose This School?

	Location		Program		Finances	
TOTAL RESPONSE	58	35%	32	19%	55	33%
Males	19	26%	14	19%	13	41%
Females	39	42%	18	20%	25	27%
Under 25	54	35%	29	19%	53	34%
Over 25	4	37%	3	27%	2	18%
Day Students	46	36%	29	23%	31	24%
Evening Students	12	63%	3	16%	4	21%

	Friends		Facilities		Counselor	
TOTAL RESPONSE	12	8%	4	2%	5	3%
Males	7	9%	1	1%	3	4%
Females	5	5%	3	5%	2	2%
Under 25	11	7%	3	2%	5	3%
Over 25	1	9%	1	9%	0	ns
Day Students	12	9%	4	3%	5	4%
Evening Students	0	ns	0	ns	0	ns

N = 166: Males (74), Females 92
ns = Nonsignificant Percentage

Examination of Table 2 indicates that males and females selected their schools for different reasons. Males were primarily influenced by financial considerations, while the location of the college was more important to females. Slight differences in selection were demonstrated as a function of age and attendance patterns.

Table 3

Number and Percent of Usable Responses to the Question:
How Far Do You Live From School?

Source	Under 10 Miles		Under 25 Miles		25 - 50 Miles		Over 50 Miles	
TOTAL RESPONSE	140	64%	66	30%	13	6%	1	ns
Males	50	57%	31	36%	5	6%	1	ns
Females	90	68%	35	26%	8	6%	0	ns
Under 25	124	63%	62	31%	10	5%	1	ns
Over 25	16	80%	4	20%	0	ns	0	ns
Day Students	118	64%	55	20%	10	5%	0	ns
Evening Students	22	59%	11	28%	3	11%	1	ns

N = 220: Males (87), Females (133)
ns = Nonsignificant Percentage

Table 3 indicates that almost all of the students lived within one-half hour of school.

Table 4

Number and Percent of Usable Responses to the Question:
How Are You Financing Your Education?

Source	Working Contributing		Solely Responsible		Parents	
TOTAL RESPONSE	70	38%	50	27%	64	35%
Males	25	30%	23	28%	35	42%
Females	45	45%	27	26%	29	29%
Under 25	70	34%	50	25%	84	41%
Over 25	12	50%	12	50%	0	ns
Day Students	38	24%	50	41%	75	36%
Evening Students	24	55%	12	27%	18	8%

N = 184: Males (83), Females (101)
ns = Nonsignificant Percentage

Examination of Table 4 shows that more females than males contributed to the costs of their educations. As would be expected, the highest source of self-responsibility was indicated by students over the age of twenty-five. Overall, the distributions for financial responsibility were approximately equally divided between those students contributing to, those dependent upon others, and those solely responsible for their educations.

Table 5

Number and Percent of Usable Responses to the Question:
How Do You Expect To Complete Your Education?

Source	As Quickly As Possible		A Little At A Time		Courses of Interest		No Destination	
TOTAL RESPONSE	152	69%	53	24%	16	7%	0	ns
Males	54	64%	20	26%	11	10%	0	ns
Females	98	72%	33	24%	5	4%	0	ns
Under 25	139	73%	34	18%	17	9%	0	ns
Over 25	13	59%	9	41%	0	ns	0	ns
Day Students	133	72%	37	20%	15	8%	0	ns
Evening Students	19	53%	16	44%	1	3%	0	ns

N = 221: Males (85), Females (136)
ns = Nonsignificant Percentage

Almost all of the students planned to complete their educations as quickly as possible. Students over the age of twenty-five and those attending college in the evening were proceeding slower than their younger or daytime counterparts. Table 5 also indicates that all of the students planned some eventual use for the knowledge that they were acquiring.

Table 6

Number and Percent of Usable Responses to the Question:
What Is Your Primary Goal?

Source	Immediate Entry Into A Career		Entry Into A Four-Year College		Update Skills		Self Enrichment	
TOTAL RESPONSE	36	17%	158	75%	8	4%	9	4%
Males	9	11%	67	83%	1	1%	4	5%
Females	27	21%	91	70%	7	5%	5	4%
Under 25	29	15%	150	79%	7	4%	5	2%
Over 25	7	35%	8	40%	1	5%	4	20%
Day Students	30	17%	135	77%	8	5%	2	1%
Evening Students	6	17%	23	64%	0	ns	7	19%

N = 211: Males (81), Females (130)
ns = Nonsignificant Percentage

Almost all of the participants indicated that the desire to transfer was their long-range goal. This decision was neither influenced by age, gender nor time of attendance. For evening students and those students over the age of twenty-five, personal considerations were also influential in their choices.

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

Interpretation of the Data

The results of this study indicated that the sample tested at Essex and Catonsville Community Colleges contained a formidable transfer cohort. These results also suggested no differences between the long range goals of males and females, or between students attending school during the day or in the evening.

Reasons for Selection

For this sample, self-motivation, was the strongest influence in the decision to attend college. As would be expected, parents played a lesser role in the educations of those over the age of twenty-five. For those students under the age of twenty-five, only thirteen percent were attending college as a function of parental influence. Only four percent of the students were in college as a result of societal pressures.

Selection Influences

Location, program and financial considerations were the strongest influences in the participants' decisions to attend college. Neither friends, facilities nor counseling services were important considerations in the respondents' choices.

Location

Door-to-door, ninety-four percent of the students lived within one half-hour of school. One evening student, a male over the age of twenty-five, traveled a considerable distance in pursuit of his

education. The rest of the participants demonstrated a distribution which would be representative of this type of survey.

Financial Considerations

One-third of the students were dependent upon their parents as the predominant source of financial support. The other two-thirds were either contributing to, or assuming full responsibility for their college educations. Gender differences were also shown as a function of parental subsidies. More females than males were financial participants in their educations.

Anticipated Completion

Seventy-three percent of the students under twenty-five expected to complete their educations as quickly as possible and planned to use this matriculation as a transfer vehicle. The older students were equally divided between their long-range goals and the amount of time in which they expected to achieve them.

Long-Range Goals

Although transfer was the long range goal for students under twenty-five, the goals of those over twenty-five were equally divided between career and transfer destinations. Entry into a four-year college was overwhelmingly the primary goal of this sample.

Community colleges have long been viewed as terminal degree schools. However, for a majority of those who responded to the survey, career entry was not the goal of their attendance.

Community colleges have also been perceived as places where considerable attention is given to returning and remedial students.

Yet, the sample surveyed here was not composed of a significant number of returning or underprepared students. Of course, not all students in need of special help take advantage of its availability.

Further support for a transfer cohort seemed to be indicated by the programs in which the students were enrolled. For this group, of the eleven programs declared as majors, only four could be considered entry-level degrees. While Associates of Arts degrees for two-year curricula do allow bottom-level career entry, little possibility for advancement exists unless additional education is attempted. It should also be noted that completion of these programs does not preclude a student from continuing his or her education.

The results of this investigation, however, suggest that the traditional missions of community colleges may be changing. For the students surveyed at Essex and Catonsville, the desire to transfer was not mediated by either age or gender, or as a function of patterns of attendance. If this is the case, then the programs being offered must also change with the needs of the populations being served.

Griffith and Connor (1989) have suggested the need to redefine remedial education. Current community college concerns seem swept up in either the desire to remediate or the desire to reeducate. It may just be that while considerable attention is being given to the weaker students and the returning students, the majority of the students are being ignored. It could also be suggested that whether or not a student does in fact transfer, should not negate the initial reason for attendance, i.e., to transfer.

Research Implications

The identification of the long range goals of students is an important issue to be addressed by all community colleges. While these schools have always taken pride in their sensitivities to the needs of their communities, it may just be that these needs have changed dramatically in the last few years. If this is the case, then recognition in the form of alternate curricula must be established.

Recommendations for Further Investigation

Reevaluation of curricula, access to information and counseling services should be available to enable motivated students to transfer. Programs specifically designed for transfer students, with little or no accumulated credit loss, may be the new economic lifeline for two-year colleges.

These ideas have been supported by other investigators who advocated direct access to baccalaureate degrees (Dunford, 1987; Palmer, 1987). With regard to transfer, the issue may be neither desire nor intent, but rather preparation and opportunity.

If, as disclosed by the statistical differences in this study, a significant transfer cohort exists, then two other questions must be considered. First, are these long range goals of community college students a global issue? Then, is the transfer cohort unique to the daytime population? The answers to these questions could be obtained through the use of the questionnaire at other schools and at nontraditional times.

Potential Impact

The answers to the above questions would serve to identify and integrate the needs of all students in all programs. If day and night students do come to community colleges for different reasons, then the programs should be changed reflect these differences. If transfer is now the long range goal of community college students, then some transfer-service-match must be instituted.

Matching students and schools through a planned curriculum directed toward the requirements of the four-year schools would save time and money. If a student's declared reason for attending a community college is to transfer, then it is frustrating and unnecessary to lose credits that are not applicable or not acceptable.

The combination of a transfer track and advance knowledge of what will transfer, would improve the educational process for most students. Of course, it would be naive to expect that all the considerations for every college could be available. Yet, computer programs designed to list the undergraduate criteria for local schools would be relatively simple to write. In the Maryland (1987) study, most of the students who had transferred, were attending in-state universities.

It could also be suggested that the content of these programs need not be determinant upon a tactile diploma. As suggested by Hahn (1974), students should not be considered failures because they have not attained a two-year degree. Instead, if a four-year school is a student's ultimate destination, then that person should be provided with an accurate map of how to get there and the best possible road upon which to travel.

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APPENDIX A

SAMPLE OF QUESTIONNAIRE

COMMUNITY COLLEGE DECISIONS

Name_____

Age_____ Sex_____

College_____

Semesters Attended_____

Please indicate one answer which best applies to you:

1. Which was the strongest influence in your decision attend college
   ___myself ___my parents ___it's the thing to do

2. Why did you choose this school
   ___location ___program ___financial considerations
   ___friends ___facilities ___counselor

3. How far do you live from school
   ___under 10 miles ___under 25 ___25-50 ___over 50

4. How are you financing your education
   ___working/contributing ___solely responsible ___parents

5. How do you expect to complete your education
   ___as quickly as possible ___only taking courses of interest
   ___a little at a time ___do not expect to complete

6. What is your primary goal
   ___immediate entry into a career ___update skills
   ___entry into four-year college ___self-enrichment

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